North Dakota Teacher Evaluation Guidelines

May 28, 2015

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Preface: A Statement of State Policy

It is the constitutional and statutory responsibility of the State Superintendent and the North Dakota Department of Public Instruction (NDDPI) to supervise elementary and secondary education students attending North Dakota schools (15.1-02-04). These duties include supervision of the establishment and maintenance of schools, and the advancement of statewide efforts to improve education for all students statewide.

It is the responsibility of the State of North Dakota, to ensure all students are provided high-quality instruction based on challenging state content standards. This instruction must be provided by highly qualified teachers who are supervised by effective principals.

A Focus on Teacher Effectiveness

The State of North Dakota ensures that every teacher is highly qualified through the state's teacher licensure provisions. State administrative rules require teachers to be supervised by qualified principals. The state and local school districts place broad supervisory, leadership, and management responsibilities with principals to ensure the proper administration of their appointed schools. North Dakota Century Code (15.1-15) specifies that every public school district shall conduct an appropriate evaluation for each public school teachers. Teacher performance evaluations provide for the continual improvement of a teacher's overall performance and may be used to inform personnel decisions.

It has been practice among North Dakota public schools to administer locally defined teacher performance evaluation efforts. This practice has produced a wide variety of teacher performance evaluations, which include various reference standards, recording metrics, and narrative formats. The variety of evaluation models has not allowed for a common means of uniformly recording or compiling principal evaluation results in terms of common professional standards or performance levels.

To support the state development of more uniform standards and guidelines for improving teacher performance evaluations the NDDPI established the State ESEA Reauthorization Planning Committee, which consisted of approximately twenty-five separate stakeholder organizations.

The State ESEA Reauthorization Planning Committee formed a separate Subcommittee, titled the Teacher and Principal Evaluation and Support System Subcommittee (TPESS Subcommittee), to develop more uniform principal performance evaluation guidelines. The TPESS Subcommittee's membership consisted of six teachers, six administrators, and four at-large members, including two legislators, a representative from the ND LEAD Center for Educational Leadership, and a higher education representative. The TPESS Subcommittee examined research on teacher and principal evaluations, reviewed methods in other states and was provided technical assistance from McREL.

The TPESS Subcommittee conducted its study and drafted work from October 2011 through July 2012. These principal performance evaluation guidelines were forwarded to the State ESEA Reauthorization Planning Committee, which reviewed, and amended them before recommending that the Superintendent of Public Instruction adopt them.

In March 2013, North Dakota withdrew its ESEA waiver application, however DPI, NDCEL, NDSBA, and NDEA recommitted their efforts to support continued TPESS.

In the fall of 2013, DPI reconvened the original TPESS Subcommittee, shifted the evaluation focus from teachers to principals, made the committee a full advisory committee, and renamed it the PTESS committee to designate the shift in focus of their work. Over the course of the 2013-14 school year, the PTESS committee worked to revise the original guideline documents created in 2012. This revision of the document shifted the focus from a

federally driven mandate to a state led effort driven by North Dakota education stakeholders and focusing on the best interests of North Dakota students and schools. This revision process has led us to where we are today with evaluation guideline documents that the PTESS committee members and DPI believe will greatly enhance professional education practices in North Dakota. The creation and release of these guidelines, along with the subsequent list of approved, aligned evaluation models will undoubtedly improve the quality of teachers and principals in North Dakota.

NDDPI has also worked to align the new state evaluation system with the statewide accreditation process with AdvancED. The department will have the ability to monitor and evaluate the effectiveness of the new evaluation process through ND state assurances within the AdvancED ASSIST tool and the external evaluation process used for accreditation. The connection of the new evaluation system to the accreditation of all public schools in North Dakota helps to form a uniform system of accountability statewide and helps to ensure the effectiveness all schools.

Our Commitment to our Shared Profession

North Dakotans understand that effective teachers are important to students' growth and achievement. As a state, we believe that we must build the capacity of our teachers as a way to improve instruction and student achievement. A reliable teacher evaluation system across our state will foster continuous improvement among all teachers. These guidelines will help local school districts improve the quality, uniformity and reliability of their local teacher evaluations.

I wish to extend my personal gratitude to the members of the PTESS Subcommittee and the State ESEA Reauthorization Planning Committee for their diligence, dedication, and professional attention to the study of research-based practice and policy in the development of these guidelines. I now ask that each public school district, administrator, principal, and teacher take these guidelines to heart with the commitment to improve our profession for our students, and our individual efforts to raise the quality of education across our state.

Kirsten Baesler
State Superintendent

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Introduction

Processes for evaluating teacher performance in K-12 education have received heightened attention in recent years, with policymakers and practitioners focusing efforts on improving teaching and learning through comprehensive evaluation and support systems. The NDDPI provides this document, titled the *North Dakota Teacher Evaluation Guidelines* (hereafter, *Guidelines*), to advance statewide expressions of teacher evaluation that align with these efforts. The *Guidelines* present overall guidance to local school districts regarding the state's adoption of a uniform, statewide teacher performance evaluation system. The provisions of the statewide teacher evaluation system become effective when local school districts begin to plan development and implementation activities, as presented within the *Guidelines* and in accordance with the schedule specified in Appendix A.

The *Guidelines* present information important for the adoption and implementation of a district-level teacher evaluation system. Sections I-V of the *Guidelines* present information that is critical to adopting or developing a uniform statewide system that encourages local expression and flexibility. This information includes the following:

- the defining features of a meaningful teacher performance evaluation system;
- the foundational teacher professional standards that provide the core criteria for a teacher performance evaluation system;
- the means of adopting or developing valid local teacher evaluation models that are aligned to the state's teacher professional standards;
- the differentiated levels that define teacher professional performance;
- general administrative practices to efficiently conduct a district-level evaluation system; and
- longer-term evaluation and research efforts to measure the performance of a district's and/or the state's evaluation system.
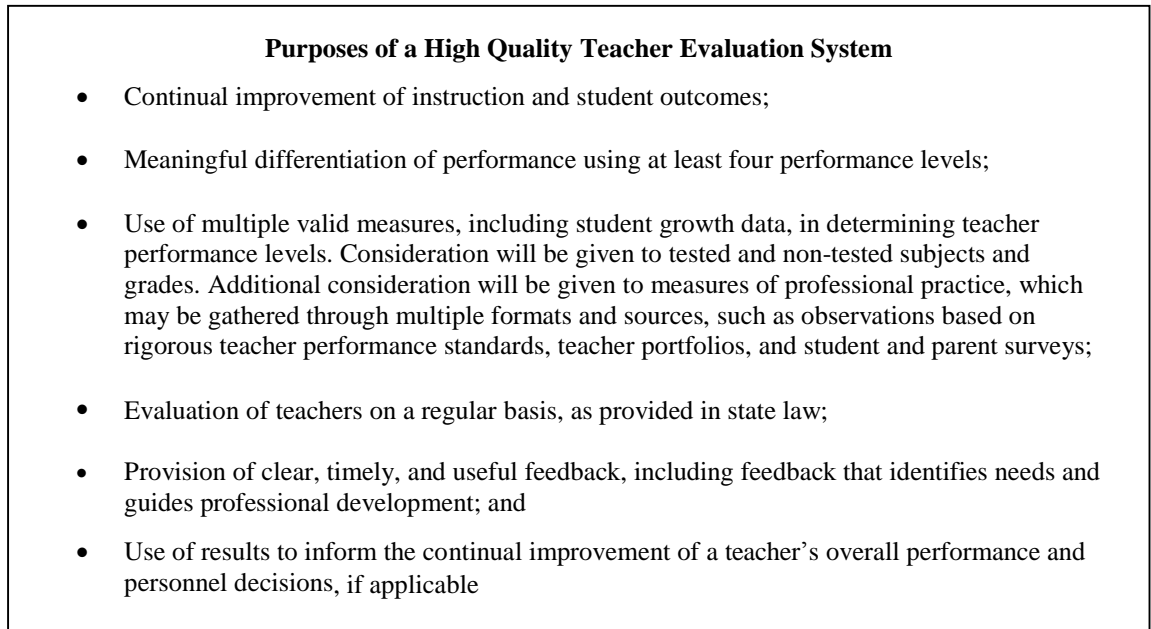
These *Guidelines* are designed to address teacher evaluation, where "teacher" refers to those who hold a teacher license and work primarily with children in classrooms. Districts may decide how the teacher evaluation system applies to positions such as counselors, library/media specialists, school psychologists, and education technology directors or develop separate evaluation systems for those positions.

The *Guidelines* present a road map to guide local school districts in the design and implementation of their own evaluation systems. These systems, bound together through commonly recognized professional teaching standards, differentiated performance levels, and general administration protocols, provide for a flexible yet integrated statewide evaluation system.

Appendix F to these guidelines lists some of the salient documents that were used by the Principal and Teacher Evaluation Systems Support (PTESS) committee in the development of the guideline's provisions. The PTESS committee sought to incorporate meaningful, evidence-based practices into the design and flexibility of these guidelines and the state's overall approach to teacher performance evaluation. As the state matures in the implementation of its emerging statewide teacher evaluation system, characterized by local evaluation models, the NDDPI will reference appropriately reviewed research and the experience of local school districts to guide future program improvements.

I. Defining a Meaningful Teacher Performance Evaluation System

The *Guidelines* provide local school districts with sufficient guidance to develop, adopt, and implement teacher evaluation systems that achieve the following (Figure 1):

Purposes of a High Quality Teacher Evaluation System

- Continual improvement of instruction and student outcomes;

- Meaningful differentiation of performance using at least four performance levels;

- Use of multiple valid measures, including student growth data, in determining teacher performance levels. Consideration will be given to tested and non-tested subjects and grades. Additional consideration will be given to measures of professional practice, which may be gathered through multiple formats and sources, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys;

- Evaluation of teachers on a regular basis, as provided in state law;

- Provision of clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and

- Use of results to inform the continual improvement of a teacher's overall performance and personnel decisions, if applicable

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Figure 1: Purposes of a High Quality Teacher Evaluation System

A meaningful state evaluation system presents those standards upon which all teachers should be evaluated, regardless of their schools' grade or service configuration. These standards identify the fundamental professional competencies that are required of all teachers. These standards allow for and accommodate the unique duties and responsibilities of each individual teacher. Section II of the *Guidelines* presents an overview of the state's teacher evaluation standards.

A meaningful state evaluation system defines a means for local school districts to adopt existing or develop locally-designed teacher evaluation models, which are uniformly aligned to the state's teacher professional standards. These *Guidelines* assist local school districts in specifying their self-selected models and how these models meet standard program requirements.

These *Guidelines* specify at least four differentiated performance levels to record the performance of each teacher. Districts may adopt various methods of measuring and discerning teacher performance. In doing so, districts are encouraged to use multiple measures that will constitute evidence of teachers' effectiveness in fostering a supportive educational culture that positively impacts student growth. The method for summarizing teacher performance should allow for aggregated recording within the school district for internal quality assurance.

These *Guidelines* invite local school districts to exercise broad administrative discretion in the conduct of their evaluation system and present a means for local school districts to define and manage an efficient teacher evaluation system. Section III of the *Guidelines* presents an overview of these various evaluation model design options and considerations.

A meaningful state evaluation system ensures that local school districts shall provide high-quality, uniform, valid, and reliable evaluation measures that will result in appropriate teacher professional growth plans. A primary aim of any teacher evaluation system is to advance continual growth of teaching competencies that will result in high-quality instruction, a nurturing school environment, and improved student outcomes. Sections IV and V describe a research-based approach for maintaining a quality teacher evaluation system.

It is the expressed intent of the State Superintendent that these *Guidelines* support local school districts statewide in their efforts to revise their current teacher evaluation procedures to meet the specifications of the *Guidelines*. A timeline (see Appendix A) has been adopted that will provide local school districts with sufficient time during the 2014-2015 school year to study the *Guidelines*, to establish a transitional strategy and timeline for the revision of their local teacher evaluation system, and to communicate with and train teachers, principals, superintendents, and other stakeholders regarding the purpose, goals, changes, and future direction of the district's evaluation system. The timeline specifies that districts should submit their teacher evaluation models and implementation plan by August 1, 2015 and begin implementation of their teacher evaluation models by September 1, 2015.

II. The Foundation of a Statewide Teacher Evaluation System: Uniform Teacher Professional Standards

In April 2011, the Interstate Teacher Assessment and Support Consortium (InTASC), updated and released the national InTASC Model Core Teaching Standards. These standards articulated the common principles and foundations of teaching practice that cut across all subject areas and grade levels and that are necessary to improve student achievement. In effect, these InTASC standards define what teachers should know and be able to do to ensure every K-12 student reaches the goal of being ready to enter college or the workforce. These standards present the broad scope and competencies that define the teaching profession and, as such, constitute an appropriate foundation for the conduct and evaluation of teaching. The InTASC standards (see Figure 2) identify ten professional teaching standards that are grouped among four general categories.

InTASC Model Core Teaching Standards

A. The Learner and Learning
      Standard 1: Learner Development
      Standard 2: Learning Differences
      Standard 3: Learning Environments
B. Content Knowledge
      Standard 4: Content Knowledge
      Standard 5: Application of Content
C. Instructional Practice
      Standard 6: Assessment
      Standard 7: Planning for Instruction
      Standard 8: Instructional Strategies
D. Professional Responsibility
      Standard 9: Professional Learning and Ethical Practice
      Standard 10: Leadership and Collaboration

Figure 2: Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards

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These four general categories and their constituent standards provide a schema for the valid evaluation of any teacher's core competencies and the reliable means of recording and compiling overall teacher performance. For more information on the InTASC standards refer to the following website:
http://www.ccsso.org/Resouces/Program/Interstate_Teacher_Assessment_Consortium_(InTasc).html

The Department of Public Instruction has adopted the InTASC Model Core Teaching Standards as the operative standards upon which the statewide teacher performance evaluation system is to be based. The adoption of these InTASC standards is effective with the approval of the *Guidelines*.

It is the expressed standing of the State Superintendent, in concert with the PTESS committee, that the:

- InTASC standards present foundational professional principles upon which student growth and achievement are grounded. Each of the ten standards supports the advancement of instructional practice competencies that result in meaningful student growth and academic achievement.

- The state's teacher evaluation system is designed to build the capacity of teachers to impact student growth and academic achievement. The state's teacher evaluation system is valid by the nature of its direct linkage to the InTASC standards. This linkage ensures that *all* teachers, including teachers working within different grade organizations, will be evaluated on uniform, professionally sound teaching principles. The quality, uniformity, validity, and reliability of the state's teacher evaluation system rest upon the foundational principles of the InTASC standards. The state asserts that this continuous improvement focus provides assurances that teacher evaluations conducted within the provisions of the *Guidelines* will incorporate high-quality instruction, community engagement, and student growth and achievement as measures for all teachers.

- The state's teacher evaluation system is reliable by the nature of its uniform application to *all* teachers, based upon consistently applied procedures and measures, regardless of school organization, general or specialized instructional focus, geographical location, predominant student demographic setting, or other unique community or educational standing. Any reliable teacher evaluation system must provide for the comparable evaluation of all teachers. Comparability is achieved by basing evaluation of all teachers on a common, rigorous, academically-centered set of professional teaching standards. As an additional measure of increased reliability, the state includes various multiple measures in the consideration of a teacher's effectiveness, including consideration of the state's standardized assessments and other objective measures, where appropriate by grade or service organization.

The *Guidelines* allow districts to purchase, adopt, or develop teacher evaluation models provided that these models have been properly aligned to the InTASC standards and approved through the state's application process. Local school districts may append additional standards to the InTASC standards for the purposes of designing their local systems.

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III. The Form of a District Teacher Evaluation Model

Local school districts are responsible for adopting existing or developing locally-designed teacher evaluation models which align to the state's *Guidelines*. By August 1, 2015, all local school districts should establish and submit to the NDDPI their plan for the implementation of the district's teacher evaluation system to begin no later than September 1, 2015. This plan will include the means of selecting an existing model or developing a local model, the training of administrative and supervisory staff and teachers, the district's communications plan, and the local school district's efforts to record and compile appropriate performance level determinations for internal quality assurance. A local school district should adopt or develop a teacher evaluation model that addresses the following elements:

A. *Standards alignment*. A local school district must provide for a valid teacher performance evaluation system that is aligned to the InTASC standards and the state's *Guidelines*, as presented in Section II above. Local school districts may append additional standards to the InTASC standards for the purposes of designing their local systems.

B. *Performance level differentiation.* An adopted or developed teacher evaluation model should specify at least four differentiated performance levels. School districts may adopt either the state's standard four performance levels or another performance level design that demonstrates comparable differentiation.

The state's standard four differentiated performance levels are:

Level 1, Non-Proficient: Individual teacher performance that does not meet the level of performance specified within a standard or general category, is marked by underperformance or a lack of core competency, has minimally contributed to student growth or closing achievement gaps, and/or requires intensive support to ensure professional growth;

Level 2, Developing Proficiency: Individual teacher performance that evidences an emerging level of performance specified within a standard or general category, is marked by irregular yet promising demonstration of core competency, and/or has demonstrated limited contributions to student growth or closing achievement gaps;

Level 3, Proficient: Individual teacher performance that demonstrates consistent competence or proficiency within a standard or general category and/or has contributed to meaningful student growth or closing achievement gaps;

Level 4, Exemplary: Individual teacher performance that exemplifies commendable or superlative effort is marked by creativity and unique contributions to the profession and/or has contributed to significant student growth or closing achievement gaps.

If a local school district adopts a non-standard differentiated performance level design, the local school district must define the relative performance or behavior evidenced at each differentiated level.

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C. *Incorporation of multiple evaluation measures*. An adopted or developed teacher evaluation model must incorporate multiple valid measures, which are clearly related to increasing the standards-based teaching competencies, including a meaningful level of student growth, student academic achievement, and school performance. These multiple measures include some or all of the following (Figure 3):

Multiple-Measure Evidence for Teacher Evaluation

1. ***Student growth and achievement measures*** must incorporate (a) performance reports from established standardized assessments within subjects and grades where such assessments are conducted, and (b) other non-standardized assessments in other non-tested subjects and grades.

   Evaluations for teachers must include measures of student growth and achievement as chosen by individual districts, including locally-developed student achievement measures (refer to Appendix D).

   ☐ North Dakota State Assessment (required but not more important than other measures)
   ☐ Student Learning Objectives (SLOs)
   ☐ District/school graduation rates
   ☐ District/school attendance rates
   ☐ District/school ACT, SAT, and WorkKeys achievement data
   ☐ District/school Advanced Placement exams achievement and participation data
   ☐ District/school interim assessment achievement and participation data (e.g., NWEA)
   ☐ District/school local benchmark assessment data
   ☐ District/school classroom- or curriculum-based assessment data
   ☐ District/school curriculum pre- and post-tests
   ☐ Comprehensive data analysis of various academic and non-academic measures
   ☐ Other district/school-determined standardized measures
   ☐ Other student growth and achievement indicators

2. ***Supervisory observation***. Supervisory observation which may include any or all of the following measures.

   ☐ Student Learning Objectives (SLOs)
   ☐ Classroom observation by a designated school leader, including but not limited to the principal, another school administrator, a mentor teacher, and/or a peer
   ☐ Teacher portfolios or other artifacts of teacher practice
   ☐ Student, parent, teacher, or community perception surveys
   ☐ Self-assessment instruments
   ☐ Advanced coursework in content area or pedagogy
   ☐ Teacher goal-setting
   ☐ School improvement plan
   ☐ Analysis of student, class, school, and district student achievement data
   ☐ Videos
   ☐ Focused collaborative discussions

A district teacher evaluation model should include minimally a combination of supervisory observations and student growth or achievement data, which will constitute evidence of teachers' effectiveness in impacting actual student growth.

D. *Method for Recording Performance Level Determinations.* Teacher evaluation measures

Figure 3: Multiple-Measure Evidence for Teacher Evaluation

should appropriately capture and classify a teacher's performance in a meaningful and timely manner such that a teacher can identify his or her strengths and areas where additional attention might be required. Districts should explain the manner in which performance levels are recorded and lead to a meaningful report summarizing the teacher's performance. Districts may report performance by recording a performance level for each standard, averaging performance levels across standards, or using a weighted average that places greater emphasis on specific general categories or standards. Districts may also adopt various models of recording teacher performance, as long as determinations of performance can be uniformly recorded and compiled for every school within a district. The NDDPI provides a teacher evaluation template to assist districts in designing a voluntary method of recording and compiling performance level determinations.

E. *Model application and approval process*. The NDDPI provides an online application process and form that allows local school districts to submit their adopted or locally-designed teacher evaluation model for approval. This online application process provides a simplified means of providing program assurances and narrative that outline a district's administrative procedures. Refer to Appendix B to view the online application form that specifies the application process.

F. *Local school district administrative processes and practices.* Local school districts may adopt any administrative practices to implement the development, adoption, management, and deployment of their evaluation system, consistent with state law. As part of the teacher evaluation model approval process, districts will provide narrative that explains how the local district plans to proceed with the administration of its teacher evaluation system. This will be done in Spring 2016.

- *Evaluation Management, Training, and Stakeholder Involvement.* Local school districts should carefully manage the implementation of their teacher evaluation models in accordance with their implementation plans, provide appropriate training, and engage various stakeholders in the development, implementation, and evaluation of the overall evaluation model.

   Districts shall train teachers on the evaluation process, informing them of the various steps in the process and their role and responsibilities in it. For example*,* teachers being evaluated might participate in formative and summative activities as part of the overall evaluation process. Formative activities might include pre-planning, goal setting, evidence collection and monitoring, and formative conferencing during the year. At an appropriate time, there would be a final summative conference in accordance with state law

When developing their teacher evaluation systems, districts should keep in mind that teacher performance evaluations are intended to provide for the continual improvement of a teacher's overall performance and may be used to inform personnel decisions. Local school districts should ensure that school district personnel who are responsible for the supervision and evaluation of teachers are sufficiently informed and trained to administer the district's evaluation system, consistent with the *Guidelines'* provisions.

The NDDPI will provide training and technical assistance regarding the possible design, development, implementation, recording, compiling, and tracking of quality assurance procedures of local teacher evaluation system models to local school district personnel who are responsible for the supervision and evaluation of teachers. The NDDPI will provide a schedule of ongoing teacher evaluation training, including professional development provided by other associations, which will be communicated to local school district superintendents, teachers, and other local school officials.

IV. Quality Assurance of a Valid and Reliable Evaluation System

It is the statutory – ND Century Code 15.1-02-04 - responsibility of the State Superintendent and the NDDPI to supervise the provision of elementary and secondary education to all students within North Dakota. It is also the responsibility of the State of North Dakota, as specified within state and federal statutes, including the Elementary and Secondary Education Act, to ensure that all students are provided high-quality instruction based on challenging state content and achievement standards and that this instruction is provided by highly qualified educators. Additionally, it is the responsibility of the State to monitor, in a valid and reliable manner, student achievement outcomes and the status of the state's corps of highly qualified educators.

The State ensures that every teacher is effective, in part, through the state's teacher performance evaluation statutes and the continual professional development of all teachers. North Dakota Century Code (15.1-15) specifies that every public school district shall conduct an appropriate form and frequency of written teacher evaluations for each public school teacher.

Every local school district stipulates within its teacher evaluation application process that it will develop, adopt, and implement its teacher evaluation system based on a high-quality, valid, and reliable evaluation model, consistent with the provisions of the *Guidelines*. The NDDPI will provide technical assistance to local school districts to assist them in understanding the contents of the *Guidelines* and preparing for the administration of the district's teacher evaluation system.

The NDDPI will conduct periodic quality assurance monitoring of each local school district's teacher evaluation and support system and will provide technical assistance to each local school district as appropriate to improve the quality of its overall system.

V. Evaluating Statewide Teacher Evaluation Efforts

The NDDPI will work closely with local school districts, institutions of higher education, regional education associations, the North Dakota School Boards Association (NDSBA), the North Dakota Council of Educational Leaders (NDCEL), the North Dakota Leadership and Educational Administration Development Center (ND LEAD), the North Dakota United (NDU), North Dakota AdvancED, the North Central Comprehensive Center at McREL, the Regional Educational Laboratory for the Central Region (REL Central), Center on Great Teachers and Leaders, and other local, regional, state, and national specialists to conduct ongoing surveys of national, state, and local teacher evaluation systems and practices. As additional evidence-based research and practices become available, the NDDPI will amend the *Guidelines* to incorporate the most current

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best-practices.

Appendix A: Timeline for Implementation of Teacher Evaluation

LEA MILESTONES	DATE
Local school districts begin to study the *Guidelines* and the process of planning to adopt and/or develop their own teacher evaluation models.	April 2014
All local school districts submit to the NDDPI their teacher evaluation models and their plan to implement the district's teacher evaluation system.	August 1, 2015
All local school districts begin implementation of their local teacher evaluation models.	Sep 1, 2015
NDDPI MILESTONES	**DATE**
The State Superintendent approves and adopts state teacher professional standards and the updated teacher evaluation guidelines for statewide dissemination.	May 2015
The NDDPI develops quality checklists to ensure that the evaluation of teacher evaluation models properly align to the state's *Guidelines*. These checklists will (a) support local school districts in the selection or development of local teacher evaluation models and (b) guide the NDDDPI in evaluating and monitoring the quality of submitted local school district evaluation models.	May 2015
The NDDPI reviewed research based, teacher evaluation vendor models for consideration as approved models.	January 2015
The NDDPI, in collaboration with statewide education stakeholder organizations, conducts a series of regional training sessions that are designed to introduce educators and the public to the *Guidelines*.	August - November 2015
The NDDPI provides an FAQ section on the NDDPI website to answer questions related to teacher evaluation.	June 2015
The NDDPI develops research-based guidance to aid local school districts to incorporate student growth and achievement data as a factor in the evaluation of teachers.	August 2015 – January 2016
The NDDPI deploys an online application to process the submission of local school district teacher evaluation models. All submitted models will undergo a formal review based on established quality evaluation checklists against the *Guidelines*.	June 2015
The NDDPI begins reviewing local teacher evaluation models against the state's quality evaluation checklists to demonstrate fidelity to the *Guidelines* based on the state's quality evaluation checklists. Local school districts whose evaluation models demonstrate deficiencies may take advantage of NDDPI's technical assistance before resubmitting their models for assurance of the fidelity. NDLEAD will also support school districts.	October December 2015
The NDDPI provides regional trainings on state teacher evaluation templates and approved vendor systems.	June 2015 & ongoing
The NDDPI convenes a statewide peer review committee to review approved local teacher evaluation models and compile best-practice designs and administrative practices. This compilation will be incorporated into future statewide guidance to highlight best practices.	Sep 2015 & ongoing
The NDDPI conducts periodic quality assurance monitoring of each local school district's teacher evaluation and support system and provides technical assistance to each local school district as appropriate to improve the quality of its overall system.	Spring 2016 & ongoing

Appendix B:
District Application Process

District Application Process
Local school districts need only apply once to complete the required information, or as often as the local school district amends the contents of their evaluation system. Local school districts should submit an initial application no later than August 1, 2015. Local school districts may amend their teacher evaluation system application, including any elements of their system, at any time. A similar electronic version of the application will be available late June 2015.

Application Element	Directions for Completing
1. Local School District Name and Identifier	From the pull-down menu provided, select the local school district name and identification number that designates the applicant district.
2. Local School District Lead	Enter the name and supporting information of the primary lead person who will hold responsibility for the management of the local school district's teacher evaluation model including: Name: Position: Phone Number: Email Address:
3. Selected Teacher Evaluation Model	**a. Pre-approved Evaluation Model** If the district is adopting an approved teacher evaluation model, select the name and vendor information of the evaluation model from the pull-down menu provided. Then proceed to Item 5.
	b. District Developed Evaluation Model If the district is developing its own or submitting a currently unapproved vendor teacher evaluation model, enter the requested information below. Then proceed to Item 4.
4. Executive Summary	Provide a brief description of the evaluation model's design, method of administration, and assurance that it can be administered in a valid and reliable manner. Limit narrative to 250 words or less. [In pre-approved evaluation models, this field will be pre-populated with model-specific language and will require no additional narrative.]
5. Foundational Teacher Evaluation Standards The *North Dakota Teacher Evaluation Guidelines* require that all district teacher evaluation models minimally align to the InTASC standards (refer to the following website, http://www.ccsso.org/Documents/2013/2013_InTASC_Learning_Progressions_for_Teachers.pdf). The state's *Guidelines* also allow local school districts to append voluntarily additional teacher professional standards to the InTASC standards. Indicate below those teacher professional standards that will form the basis for the evaluation of teachers in the proposed evaluation model. If the proposed teacher evaluation model includes additional standards, record these standards within this form.	**a. InTASC Standards** ☐ Check the box to confirm the district's commitment to align the district teacher evaluation model to the InTASC standards.
	b. Additional, Optional Professional Standards Check the appropriate box. ☐ District teacher evaluation model does not include additional optional standards. Proceed to Item 6. ☐ District teacher evaluation model includes additional optional standards. List additional optional standards below. List additional optional standards:

District Application Process	
Application Element	**Directions for Completing**
6. Alignment of Teacher Evaluation Model to InTASC Standards The *North Dakota Teacher Evaluation Guidelines* require that any teacher evaluation model must align to the InTASC Model Core Teaching Standards. After each of the ten InTASC standards below, identify the element(s) within the proposed evaluation model that align(s) to the respective InTASC standard. Use either the evaluation model's statements or organizational codes (e.g., I.A.3) to designate the model-to-InTASC standard alignment.	Refer *to Appendix C: Alignment of Teacher Evaluation Model to InTASC Standards* for full details. When complete, proceed to Item 7.
7. Performance Levels and Descriptors The *North Dakota Teacher Evaluation Guidelines* require that any district teacher evaluation model must specify at least four differentiated performance levels to record the determinations of each teacher. School districts may adopt either the standard four performance levels defined within the *Guidelines* or another four- or more-level format that comparably reports performance differentiation. **Level 4: Exemplary** Individual teacher performance that exemplifies commendable or superlative effort, is marked by creativity and unique contributions to the profession and/or has significantly contributed to student growth or closing achievement gaps. **Level 3: Proficient** Individual teacher performance that demonstrates consistent competence or proficiency within a standard or general category and/or has contributed to measurable student growth or closing achievement gaps. **Level 2: Developing Proficiency** Individual teacher performance that evidences an emerging level of performance specified within a standard or general category, is marked by irregular yet promising demonstration of core competency, and/or has demonstrated limited contributions to student growth or closing achievement gaps. **Level 1:Non-Proficient** Individual teacher performance that does not meet the level of performance specified within a standard or general category, is marked by underperformance or a lack of core competency, has minimally contributed to student growth or closing achievement gaps, and/or requires intensive support to ensure professional growth.	Select one of the two options that represent the district's evaluation model for performance level differentiation. If the district evaluation model uses the state's differentiated levels of performance, complete Section A. If the district evaluation model does not use the state's differentiated levels of performance and, instead, uses another manner of differentiating performance, complete Section B. **a. Standard Performance Level Descriptors** ☐ Check the box to confirm that the district teacher evaluation model will include the state's standard performance level descriptors, as defined within the *North Dakota Teacher Evaluation Guidelines*. Proceed to Item 8. **b. Alternate Performance Level Descriptors** ☐ Check the box to confirm that the district teacher evaluation model will include the following alternate performance level descriptors, consisting of at least four levels. Specify the number of performance levels and include the descriptor language appropriate for each performance level. Explain below how each of the alternate performance levels compares in scope with the state's standard performance levels. Begin with Level 1 as the lowest performance level. Include the descriptors and level below: [The online application will provide a form to enter performance levels and descriptors.]
8. Evaluation Determination Process	Refer *to Appendix D: Evaluation Determination Process* for full details. When complete, proceed to Item 9.

District Application Process	
Application Element	**Directions for Completing**
The *North Dakota Teacher Evaluation Guidelines* require that each school district's model describes how teacher evaluation is determined,, recorded, and compiled against standards-based, multiple measures in a valid and reliable manner. The state *Guidelines* specify that teacher evaluation be based minimally on supervisory observation and a level of student growth and achievement, including a description of the manner in which tested and non-tested subjects and grades contribute to a teacher's evaluation.	
9. Evaluation Management, Training, and Stakeholder Involvement The *North Dakota Teacher Evaluation Guidelines* encourage local school districts to manage the implementation of their teacher evaluation models, provide appropriate training, and engage various stakeholders in the development, implementation, and evaluation of the overall evaluation model. Provide narrative that describes how the local school district plans to address each of these responsibilities.	**Describe efforts for each category:** Management: Training: Stakeholder Involvement: **Attach implementation plan for this section.**
10. Statement of General Assurances With the submission of this district teacher evaluation model application, the applicant district provides assurances that it will administer an evaluation process that: • Will be used for continual improvement of instruction; • Meaningfully differentiate performance using at least four performance levels; • Use multiple valid measures in determining performance levels, including as a factor student growth for all students. Consideration should be given to tested and non-tested subjects and grades. Additional consideration should be given to measures of professional practice, which may be gathered through multiple formats and sources, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys; • Evaluate teachers on a regular basis, as provided in state law; • Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; • May be used to inform personnel decisions; and, • Will have a defined implementation process and provide evidence of that process.	By submitting this application, the district agrees to these assurances.

Appendix C:
Alignment of Teacher Evaluation Model to InTASC Standards

Alignment of Teacher Evaluation Model to InTASC Standards	
For Application Item 6	
InTASC Standard	**Proposed Model Standard**
The Learner and Learning	
Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	
Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	
Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	
Content	
Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	
Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	
Instructional Practice	
Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	
Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	

Alignment of Teacher Evaluation Model to InTASC Standards	
For Application Item 6	
InTASC Standard	**Proposed Model Standard**
Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	
Professional Responsibility	
Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	
Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	

Appendix C

Appendix D:
Evaluation Process – Application Item 8

The *North Dakota Teacher Evaluation Guidelines* require that local school district models describe how teacher evaluation is determined, recorded, and compiled against standards-based, multiple measures in a valid and reliable manner. The state *Guidelines* specify that teacher evaluation be based minimally on supervisory observation and a level of student growth and achievement, including a description of the manner in which student growth and achievement for tested and non-tested subjects and grades contribute to a teacher's evaluation.

In the section that follows, you will be asked to complete each of the following items, which present the district teacher evaluation model's process for evaluating teacher performance:

- Measures that will be used in evaluating teacher performance, including student growth and achievement indicators and supervisory observation;
- How student achievement and growth information will be meaningfully included in evaluating teacher performance;
- How the InTASC standards and other optional district-defined components will be compiled and recorded into a summary report of teacher performance.

A.   What measures will be used in evaluating teacher performance?

The state *Guidelines* require that an adopted or developed teacher evaluation model incorporate multiple valid measures, which are clearly related to increasing the standards-based competencies of teachers, including student growth, academic achievement and school performance. The *Guidelines* require the inclusion of student achievement and growth indicators, particularly the North Dakota State Assessment, and professional observation in any teacher evaluation model.

Complete sections 1 and 2 below.

1. *Student growth and achievement*. Student growth and achievement measures must incorporate (a) performance reports from established standardized assessments within subjects and grades where such assessments are conducted, and (b) appropriate other non-standardized assessments in other non-tested subjects and grades. Evaluations for teachers of tested subjects and grades *must include* the North Dakota State Assessment, and should also include at least one other valid student standardized achievement measure selected by the district.

    Evaluations for teachers of untested subjects and grades should include at least two evaluations of student growth and achievement as chosen by individual districts, including locally-developed student achievement measures.

Check below from among the following measures those that may be included in the district teacher evaluation model based on the responsibilities of the teacher.

- ☐ North Dakota State Assessment (required but not more important than other measures)
- ☐ Student Learning Objectives (SLOs)
- ☐ District/school graduation rates
- ☐ District/school attendance rates
- ☐ District/school ACT, SAT, and WorkKeys achievement data
- ☐ District/school Advanced Placement exams achievement and participation data
- ☐ District/school interim assessment achievement and participation data (e.g., NWEA)
- ☐ District/school local benchmark assessment data
- ☐ District/school classroom- or curriculum-based assessment data
- ☐ District/school curriculum pre- and post-tests
- ☐ Comprehensive data analysis of various academic and non-academic measures
- ☐ Other district/school-determined standardized measures
- ☐ Other student growth and achievement indicators. List those measures in the space below.

Other Student Growth and Achievement Indicators

Appendix D

2. *Supervisory observation*. Classroom observation is required as an evaluation measure within a district teacher evaluation model. Classroom observation may include any or all of the following optional measures.

Check below from among the following those measures that will be included in the district teacher evaluation model.

☐ Classroom observation by a designated school leader, including but not limited to the principal, another school administrator, a mentor teacher, and/or a peer
☐ Teacher portfolios or other artifacts of teacher practice
☐ Student, parent, teacher, or community perception surveys
☐ Self-assessment instruments
☐ Teacher goal-setting
☐ School improvement plan
☐ Advanced course work in content area or pedagogy
☐ Analysis of student, class, school, and district student achievement data
☐ Videos
☐ Focused collaborative discussions
☐ Peer feedback or assessment
☐ Other district/school determined measures

Other Supervisory Observation Measures

B.   **How will student achievement and growth information be meaningfully incorporated in evaluating teacher performance?**

The *Guidelines* require that student growth and achievement data is included as a meaningful element in evaluating teacher performance. The following three indicators present broad performance measures that capture a teacher's commitment to data-driven student achievement gains.

>   (1) Student Achievement Data Literacy: Evidence of a teacher's foundational knowledge and use of state-, district-, and school-level student growth and achievement data;
>
>   (2) Instructional Improvement: Evidence that a teacher applies student achievement data to frame and measure standards-based curricular claims/student learning objectives;
>
>   (3) Student Growth: Students in the teacher's class(es) demonstrate measureable growth and achievement on specified standardized and non-standardized measures.

Explain how the district's process for evaluating teacher performance will include the following indicators. A district may develop other indicators that present the district's commitment to student achievement gains.

Including Student Growth and Achievement Data in Determination Process
• Student Achievement Data Literacy:
• Instructional Improvement:
• Student Growth:

C.   **How will the InTASC standards and other optional district-defined components be compiled and recorded into a teacher performance summary report?**

A district teacher evaluation model aims to discern an appropriate summary report of a teacher's performance. This report is aligned to the InTASC standards and any other optional district-defined components. The state's *Guidelines* require that any process for determining performance be both valid and reliable. Describe the manner in which the district teacher evaluation model establishes a reliable means of compiling and recording a teacher's summary performance report. See Appendix E for examples of different approaches to recording summary performance.

Appendix D

Appendix E:
Examples of Recording Summary Performance

Districts have a number of options when recording and compiling teacher performance level determinations, and are not required to take a particular approach. For example, districts may assign a performance level to each component with or without making a summative determination by assigning one score, rating, or designation to describe overall performance.

Districts that choose to make a summative determination may decide to weight each component against which teacher performance is measured (e.g., the ten InTASC standards). Some districts may choose to weight each component equally while other districts may choose to assign more weight to some components than to others. The examples that follow illustrate various scenarios for recording performance levels and creating a final summary performance report.

Example 1: No Summative Performance Level Determination

District A records teacher performance for five components but does not combine these designations in any way to obtain one overall performance level (i.e., one score, rating, or performance designation). The performance levels for the five components are not averaged or weighted. No summative performance level is determined.

Table E.1 Individual Determinations for Each Standard/Component without Summative Determination

Determination by Individual Component – No Summative Determination	
Standard/Component A	Proficient
Standard/Component B	Developing Proficient
Standard/Component C	Proficient
Standard/Component D	Proficient
Standard/Component E	Exemplary

Example 2: All Components Are Weighted Equally to Obtain a Summative Performance Level

District B records teacher performance on five components. Each of the components has equal weight in determining a teacher's summative performance level.

Table E.2 Equal Weighting of Standards/Components

Equal Weighting Against Model Standards/Components	
Standard/Component A	20 %
Standard/Component B	20 %
Standard/Component C	20 %
Standard/Component D	20 %
Standard/Component E	20 %

To calculate a teacher's summative performance level, the district would multiply the teacher's performance level for each component by the assigned weight for that component. For example, suppose a teacher received the performance levels shown in the table below and each component is weighted at 20%. The performance level for each component is multiplied by 0.2 to calculate the weighted value. The total weighted value is 3.2. The teacher's summative performance level would be 3.2, which falls in the proficient range on a four point scale where 4 represents exemplary performance, 3 proficient, 2 developing proficient, and 1 non-proficient.

Table E.3 Summative Performance Level with Equal Weights for Components

Standard/Component	Performance Level	Weight	Value
A	4	.2	.8
B	4	.2	.8
C	3	.2	.6
D	3	.2	.6
E	2	.2	.4
Total Value			**3.2**

Example 3: Unequal Weighting of Components to Obtain Summative Performance Level

District C records teacher performance on five components. Some components are weighted more heavily than others in determining a teacher's summative performance level.

Table E.4 Unequal Weighting of Standards/Components

Unequal Weighting Against Model Standards/Components	
Standard/Component A	20 %
Standard/Component B	30 %
Standard/Component C	30 %
Standard/Component D	10 %
Standard/Component E	10 %

To calculate a teacher's summative performance level, the district would multiply the performance level for each component by the weight assigned to that component. In the example that follows, the total weighted value is 3.4, which falls in the proficient range on a four point scale where 4 represents exemplary performance, 3 proficient, 2 developing proficient, and 1 non-proficient.

Table E.5 Summative Performance Level with Unequal Weighting of Components

Standard/Component	Performance Level	Weight	Value
A	4	.2	0.8
B	4	.3	1.2
C	3	.3	0.9
D	3	.1	0.3
E	2	.1	0.2
Total Value			**3.4**

Note: If districts use labels (e.g., exemplary, proficient) when they assign a performance level to each component, then they will need to make decisions about how to determine a summative performance level. One way to do this is to assign a point value to each performance level (e.g., proficient = 3 points). Then the procedure is the same as described in examples 2 and 3. Another approach is to take a holistic view. For example, if most of the teacher's performance levels for the components are "proficient," then the summative performance is "proficient." Districts might also decide that some components are more important than others and teachers must receive a "proficient" performance level in those components in order to receive an overall designation of "proficient" performance.

Resources: PTESS Committee

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3) *Student Learning Objectives Benefits, Challenges, and Solutions*; November 2012; Lisa Lachlan-Haché, Ed.D.; Ellen Cushing; Lauren Bivona: http://educatortalent.org/inc/docs/SLOs_Benefits_Challenges_Solutions.pdf

4) *Student Learning Objectives The Basics*; November 2012; Lisa Lachlan-Haché, Ed.D.; Ellen Cushing; Lauren Bivona: *http://educatortalent.org/inc/docs/SLOs_Measures_of_Educator_Effectiveness.pdf*

Resources: ESEA Reauthorization Subcommittee on Teacher and Principal Evaluation Systems

1. A Practical Guide to Designing Comprehensive Teacher Evaluation Systems (National Comprehensive Center for Teacher Quality, available at: http://www.gtlcenter.org/sites/default/files/docs/practicalGuideEvalSystems.pdf

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Appendix F

Appendix G:
PTESS Committee and Technical Assistance Providers

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